

Principal Needs-Sensing Survey Results

Overview

The principal needs-sensing survey was deployed from 6/16/2020 – 6/24/2020 and aimed to identify the needs of principals in the areas of student/staff wellness, instructional systems, information technology, professional development and diagnostic assessments resulting from the COVID-19 pandemic.

Total number of survey responses: 551

Demographics

Table 1. Grade Level of School

Group	n	%
Elementary Only incl. pre-k	249	45.2
Middle Only	88	16.0
High School Only	127	23.0
Mixed Grade Levels	82	14.9
Missing	5	0.9

Student and Staff Wellness

Table 2. Identify the three wellness topics for which you most need support during the next academic year (2020-2021).

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Implementing classroom strategies or interventions that support all students' mental health needs	64.1	71.1	65.9	55.1	57.3
Developing strategies to strengthen school culture during periods of distance learning	57.2	50.6	67.0	63.0	59.8
Supporting the wellness needs of school staff	48.5	51.0	42.0	48.8	50.0
Implementing a schoolwide trauma-informed care approach	29.4	30.1	27.3	26.8	32.9
Supporting student transitions (for example, into new grades or new schools)	28.7	26.9	37.5	29.9	24.4
Developing a schoolwide trauma-informed care approach	28.3	28.5	27.3	22.8	37.8
Providing food service for students during distance learning	15.2	14.5	9.1	15.7	23.2
Supporting my own wellness needs	3.4	3.2	3.4	3.9	2.4
Developing strategies to meet the nutritional needs of students	2.4	2.4	1.1	3.1	1.2

Instructional Systems

Table 3. Identify the three instructional systems topics for which you most need support during the next academic year (2020-2021).

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Supporting teachers with the transition to distance learning (for example, how to modify their curriculum)	47.5	47.0	48.9	50.4	45.1
Ensuring equitable access to effective teaching and learning for all students	46.1	45.0	50.0	44.9	50.0
Implementing non-traditional instructional formats (for example, in-person, distance, or a blend of in-person and distance learning)	46.1	45.0	50.0	44.9	50.0
Implementing schoolwide programs, such as RTI, MTSS or PBIS in distance learning	28.1	36.1	18.2	22.0	25.6
Implementing Individualized Education Programs (IEPs)	24.3	24.5	26.1	18.9	30.5
Identifying teaching methods or programs that can accelerate student learning	23.0	24.5	21.6	19.7	26.8
Creating systems to disseminate information to all families, including those without access to technology	19.8	14.1	25.0	27.6	18.3
Developing procedures for coaching teachers during distance learning	18.9	18.5	19.3	22.0	15.9
Developing procedures for evaluating teachers during the 2020-2021 school year, anticipating disruptions caused by distance learning	15.6	13.3	20.5	16.5	17.1
Identification of students with disabilities	2.7	4.4	2.0	2.4	1.2

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Providing compensatory education	2.4	1.6	2.3	3.1	3.7
Identification of English Learners (EL)	1.1	0.8	1.1	1.6	1.2

Information Technology

Table 4. Identify your school's top three information technology (IT) needs at the beginning of the next academic year (2020-2021).

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Providing internet access for students	54.3	49.4	55.7	57.5	64.6
Addressing students'/families' issues with using technology during distance learning	40.7	40.6	43.2	37.8	45.1
Assisting students and families in navigating online learning platforms and content	40.5	47.0	43.2	26.0	42.7
Providing reliable computers or other technology devices for students	34.8	38.2	27.3	31.5	39.0
Ensuring teachers know how to navigate online learning platforms and content	29.0	30.9	28.4	26.8	29.3
Identifying students without access to reliable internet	25.4	18.5	30.7	39.4	19.5
Assisting students and families in using technology, such as connecting to the internet or joining video conferences	22.9	23.7	29.5	19.7	19.5
Identifying students without access to reliable technology devices such as computers	16.5	14.5	13.6	20.5	19.5
Ensuring security of student data in an online environment	7.6	7.6	5.7	10.2	6.1

Professional Development

Table 5. Identify your school's top three professional development (PD) needs specific to distance learning during the next academic year (2020-2021).

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Enacting effective teaching for students with limited access to technology	38.1	39.4	40.9	34.6	39.0
Enacting effective teaching practices with technology	35.8	32.9	34.1	40.2	41.5
Adapting instructional materials to an online environment	35.0	35.3	31.8	40.9	30.5
Meeting the learning needs of students with Individualized Education Programs (IEPs), or 504 plans, including making materials and resources accessible	29.2	30.1	30.7	25.2	31.7
Monitoring academic progress and providing feedback to students	27.2	28.9	27.3	26.8	24.4
Differentiating instruction for groups of students	22.9	22.9	30.7	21.3	18.3
Supporting student engagement	21.8	20.1	22.7	22.8	24.4
Designing personalized learning experiences for individual students based on needs and interests	18.3	24.1	11.4	8.7	24.4
Selecting rigorous, research-based instructional materials	11.8	10.8	13.6	11.0	14.6
Developing positive relationships with students	10.5	8.4	12.5	11.8	11.0
Meeting the learning needs of English learner (EL) students, including making materials and resources accessible	7.4	7.2	9.1	8.7	4.9
Developing a strong classroom climate	6.4	5.6	4.5	7.9	8.5

Item	Total	Elementary School (incl. pre-k)	Middle School	High School	Mixed Grade Levels
Meeting the learning needs of gifted and talented students	1.8	2.0	4.5	3.0	1.2
Using Blackboard for dual credit courses	0.4	2.0	2.0	1.6	3.0

Diagnostic Assessments

Table 6. To what extent do you need assistance with the following activities related to preparing for and administering diagnostic assessments at your school?

Note: The table below provides the percent of respondents who indicated 'Moderate assistance needed' or 'Significant assistance needed'.

Item	Total	Elementary Only incl. pre-k	Middle Only	High School Only	Mixed Grade Levels
Administering diagnostic assessments to students during periods of distance learning	65.3	68.0	64.5	66.3	58.0
Administering diagnostic assessments to students that receive accommodations (English learners, students with disabilities)	52.8	52.7	48.7	61.5	46.4
Aligning scores from diagnostic assessments with the assessment system already in place	29.9	27.7	25.0	44.2	22.1
Selecting diagnostic assessments that will accurately measure students' knowledge and skills	25.5	19.8	19.5	43.3	24.6
Finding time in the schedule to administer diagnostic assessments to all students	24.9	24.8	12.0	33.3	27.9
Communicating diagnostic assessment results to students and families	24.6	21.0	23.4	36.5	20.3
Interpreting diagnostic assessment data (for example, identifying students' strengths and areas for improvement, reviewing multiple sources of assessment data)	24.3	20.0	22.1	37.5	21.7

Item	Total	Elementary Only incl. pre-k	Middle Only	High School Only	Mixed Grade Levels
Scoring diagnostic assessments in a timely manner to inform decisions about students' placements (for example, honors placement, academic groupings)	23.9	23.1	13.2	36.8	20.6
